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ABSTRACT

This document contains reports and abstracts of research relating to current problems of community college education in Texas. Topics discussed include: methods of encouraging students to accept responsibility for their own learning; individualized instruction and the concept of continuous progress; the effectiveness of three modes of instructor verbal behavior in improving academic achievement; the rationale and methods for implementing affirmative action plans; the various services which should be provided by community college counseling and guidance personnel; factors influencing job satisfaction of community college instructors; the importance of teaching the skills of continuous independent learning and decision-making, and striving to improve student interpersonal relationships and self-understanding; an upcoming project to use Delphi techniques in determining the expectations and aspirations of administrators concerning the characteristics and qualifications of community college teachers; and the current status of developmental programs in Texas community colleges. (DC)

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COMMUNITY AND JUNIOR COLLEGE INSTRUCTION: TEXAS, 1974-75

THE

FOURTH ANNUAL REPORT

TO

THE TEXAS ASSOCIATION

OF

JUNIOR COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY

THE RESEARCH COMMITTEE

JC 750 351

2

June 9, 1975

RESEARCH COMMITTEE GOALS

The committee will attempt to answer the following fifteen questions:

1. What do follow up studies on junior college students show?
2. How can students be encouraged to take responsibility for their learning?
3. How effective is the systems approach to instruction?
4. Problems identified and solutions found when a college moves toward continuous enrollment.
5. Comparative study of the effectiveness of varied teaching strategies.
6. What is known about faculty load equivalences?
7. What constitutes an acceptable affirmative action program today?
8. How extensive should counseling and guidance services be?
9. What can be used to replace tenure?
10. What are the educational advantages of flexible scheduling?
11. What new types of programs are needed by American Society today?
12. How can faculty morale be assessed?
13. What should the administration and faculty know about the value system of students today?
14. How can junior colleges assist graduate institutions in preparing junior college faculty members?
15. Evaluation report of remedial, basic, or developmental studies.

These "answers" will include:

a. Abstracts of theses and dissertations completed 1972-75.
b. Research reports, bibliographies, reviews of literature, and position papers prepared by Texas college and university faculty members.
c. Short research papers prepared by graduate students, 1972-75.
d. Special and routine reports prepared by the Coordinating Board, Texas Education Agency, and Texas Junior College Teacher's Association.
e. Special and routine reports prepared by ACT, ETS, ACE, others.
f. Reprints of articles which have appeared in professional journals.

PREFACE

The Texas Association of Junior College Instructional Administrators was formed at the annual junior college convention in February 1969 and has been an active organization since that time. The membership of the organization is composed of the instructional administrators of the junior colleges of the state.

At the October 1970 meeting of T.A.J.C.I.A., Dr. James Reynolds of the University of Texas at Austin proposed establishment of a standing Research Committee composed of junior college instructional administrators and university professors who conduct or supervise research related to junior college instruction for the purpose of coordinating research needs with research expertise. The committee has met regularly since that date and this report contains abstracts of research into current problems identified by junior college personnel.

Additional reports will be presented at the annual summer meeting of the association in El Paso, June 8-10, 1975.

The 1974-75 Research Committee

Dr. Gene Atkinson, Professor of Education and Assistant
Dean of Faculties, College of Education
University of Houston

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Mountain View College

Dr. Raymond E. Cleveland, Associate Professor of Higher Education
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On Student Responsibility

It would be drastically idealistic to assume that students enter the classroom with a strong desire to learn all that is offered in any given course. At best we can hope that each is capable of learning and willing to try his best. With the main exception of the academically gifted and self-motivated, most students complete their studies simply because it is required, and too many fail.

It is my assumption, however, that students can and will accept their own responsibility or obligation to fulfill behavioral and academic requirements, in the classroom, when properly guided through his academic experiences. Keeping this in mind, following is a list of basic assumptions concerning the students' ability to accept responsibility in the classroom.

Basic Assumptions

1. Students will accept responsibility best in a democratic classroom atmosphere.
2. Students will have the desire to accept responsibility in a classroom where the teacher promotes a healthy emotional climate.
3. Responsibility must clearly be placed upon the student before he will accept it.
4. Students will accept responsibility if they experience success in the classroom.
5. Students will assume responsibility if they perceive the relevance of their academic work.
6. Students will accept responsibility if they feel personally involved in the classroom situation

Following is support for the basic assumptions:

1. Students will accept responsibility best in a democratic classroom atmosphere.

Hubert Bonner, in his book, Social Psychology, An Interdisciplinary Approach, defines a democratic leader as one who is "objective" and "fact-minded." This type of leader does not order or direct. Bonner cites an example of a study done by Lewin, Lippit and White from their essay,"Patterns of Agressive Behavior in Experimentally Created 'Social Climates'." The study compared the behavior of ten-year old boys when they were organized in control groups led by "democratic", "authoritarian" and "laissez-faire" directors.

The group organized in the democratic pattern were found to fare well above the others in that they accepted responsibilities and worked out their own problems with the leader assuming a guidance or consultant position.

In the group with the authoritarian style leader, that is, a leader who favors strict obedience to authority, it was discovered that the boys became aggressive and pugnacious or submissive and timid. This type of leadership did not allow room for the boys to accept their own responsibility.

The third group embodied the laissez-faire type of leadership, a leadership characterized by complete freedom of the boys to do as they pleased. Though the boys had to accept complete responsibility for their work-activities, this method is found to be lacking in that there is no guidance provided at all.

Bonner summarized the work of Lewin and his associates by saying, "They show that authoritarian teacher-pupil relationships impair the growth of the child into an independent and cooperative -

individual, whereas a more integrative, permissive, or democratic relationship breeds self-confidence, ascendance, cooperation, and leadership in the child.

2. Students will have the desire to accept responsibility in a classroom where the teacher promotes a health emotional climate.

The emotional climate in the classroom refers to the "human situation", the "social climate" or the "group atmosphere" which is determined by the method of leadership and attitudes generated by the teacher.

Anderson, Brewer, and Reed in their article, "Studies in Dominateive and Socailly Integrative Behavior", have found in a study that, "not only does the teacher affect the child, as is know, but the child's behavior varies with different teachers." This being true, it follows that a student's ability to accept responsibility would vary from classroom to classroom as the pupil experiences different teachers.

The leadership style of the teacher will determine the emotional climate in the classroom and thus have an effect on the students' behavior, including his ability to accept responsibility.

In his article, "The Importance of the Classroom Climate", Kimball Wiles develops the hypothesis that "unless the emotional content of the situation is right, the subject-matter learnings will not occur."

If the teacher determines an emotionally "right" situation in the classroom, we would have to assume that a democratic leadership style would be superior.

To further support this idea, a brief summary of the findings of Kimball Young's "Types of Teaching Approaches" from his book, Personality and Problems of Adjustment, will prove helpful. In his article, he cites

a paper written by Guy Hoover entitled, "Pupil Responses to Teachers' Attitudes and Emotions," in which Hoover gives thumbnail sketches of different types of teachers such as, "The Poised Teacher", "The Formal Teacher", "The Policeman" and many other types. Although "The Poised Teacher" is not termed "democratic", she exemplifies the traits of that style of leadership previously stated. She is very objective, fact-minded and direct. The pupils favored her style and they completed their work without creating discipline problems, which illustrates that they have accepted their responsibility.

William Glasser, in his book, Schools Without Failure, further supports this assumption when he states, "Students are responsible for fulfilling their needs, they are responsible for their behavior, they are not mentally ill but are making bad choices when their behavior is deviant, nevertheless, they can't make better choices, more responsible choices, unless they are strongly and emotionally involved with those who can." Furthermore, Glasser states, "Responsibility is not a one-way street...Teachers have the responsibility to make education relevant and interesting; students have the responsibility to attend class, to stud and to learn."

Students can and will accept responsibility, but the proper emotional climate must be present in order for this to be accomplished. This entails the teacher exhibiting an attitude of accepting responsibility which permeates the emotional climate of the class and is contagious.

3. Responsibility must clearly be placed upon the student before he will accept it.

It is proposed that the student does not necessarily enter school with an attitude of obligation or responsibility. It is a quality which must be learned.

Two main ideas are to be supported in this assumption: a) The teacher must treat the student as if he is responsible and b) Students must fully understand that the responsibility of their behavior and academic performance lies solely with themselves.

To support the first idea, attention is drawn to the research of Rosenthal and Jacobson on the "self-fulfilling prophesy", or the consequence of behaving in the manner in which others relate to an individual or expect that individual to behave. If a teacher treats a student as if he is responsible, then he will behave in a responsible manner and conversely, if he is treated as if he is irresponsible, he will behave irresponsible.

Glasser supports the second main idea of this assumption throughout his aforementioned book. He states, "In helping children, we must work to make them understand that they are responsible..." In his book, Reality Therapy, Glasser illustrates the method by which a student must decide for himself what his behavior is to be and how the responsibility lies solely with the student.

Another method of placing responsibility on the student is through "contingency contracting" as illustrated by Lloyd Homme in his book How to Use Contingency Contracting in the Classroom. In this method, the student makes a written contract with himself or with the teacher, stating the terms or tasks to be carried out. Also inherent in the contract is specific reward or reinforcement upon completion of the task. A failure of this method is that it utilizes extrinsic forms of reinforcement which the student will come to expect, rather than instrinsic forms which would better develop an inherent sense of value concerning any given task.

Though the method used to place the responsibility on the student may vary, the outcome remains that the student accepts responsibility when it is clearly placed upon him.

4. Students will accept responsibility if they experience success in the classroom.

It is difficult to imagine any student accepting school responsibility if he continually experiences failure in the classroom. His motivation to continue putting forth effort would greatly diminish if this should be the case. Glasser states in Schools Without Failure that, "Unless we can provide schools where children, through a reasonable use of their capacities, can succeed, we will do little to solve the major problems of our country."

Success is not defined as making an "A" on a report card. Success can here be understood as a feeling of personal worth in the classroom

Again, the teacher can promote this feeling through the emotional climate he fascilitates, by his method of response to each child. The democratic leadership style again would be best to give the studen the feeling of success, which would result in his desire to continue succeeding and therefore perpetuate the ability to continue undertaki responsibility.

Goodwin Watson, in his article, "What Do We Know About Learning?", concludes that in order for a student to achieve success, he must be rewarded or reinforced, but it need not be an extrinsic form of reward Watson says, "The simple word "right" coming directly after a given response, will have more influence on learning than any big reward which comes much later...."

Watson also expresses that authoritative types of classroom leade ship as opposed to democratic, which has been previously defined, or

creative, that is "fresh, novel and stimulating", stifles student responses and prevents learning.

If this is so, then success will not occur for the student unless leadership is at least democratic. If a successful feeling is not present within the student, he will not care to take the responsibility for further learning. He will feel he has failed.

5. Students will assume responsibility if they perceive the relevance of their academic work.

This assumption is made with the following promises: a) that students cannot perceive the relevance of their academic work unless they are sufficiently physically and emotionally mature and b) they must understand their objectives for assuming responsibility.

Watson says in "What Do We Know about Learning?" the learner will not be ready to try new responses which are beyond his powers or are seen as valueless or too dangerous." If the learner is not prepared emotionally as well as academically, he will have no motivation to succeed, and no understanding of why he must. This being so, the student would have no desire to accept responsibility to undertake some task which he neither understands, has interest in or is capable of. Conversely, the emotionally and physically mature pupil is equipped to handle responsibility and will do so if he understands why he should.

From "A Student's Aims in Education" by Philip Werdell, we find the idea presented that students have historically complained about the relevancy of the curriculum to their lives. Werdell states that "Most students are looking, sometimes unconsciously, for an education which is more sophisticated, in which they can be more active."

Werdell attacks the curriculum-makers of most colleges and proposes that students do not want "a more simplified or less subtle education", but rather a more relevant one.

If the student perceives that he is following a relevant course of study, he will best be willing to accept responsibility for his work.

6. Students will accept responsibility if they feel personally involved in the classroom situation.

It has been shown that authoritative type of leadership is not conducive to student involvement or participation in classroom activities, that it rather promotes aggression or submission, undersireable characteristics in a student. However, in a democratically conducted atmosphere, the student is allowed to make choices for himself, to participate and as a result, his attitude is favorable and he is in an emotional environment fascilitating the assuming of responsibility.

In his article, "Dominative" and "Integrative" Teacher-Pupil Relations", Bonner describes the democratic leader as one who is "integrative", that is a permissive leader who "breeds self-confidence, ascendance, cooperation and leadership..."

This type of democratic leader would involve the students in classroom activities giving them the feeling of worth they need in order to be responsible.

Tunnell, Jim W., East Texas State University, 1975

CONTINUOUS PROGRESS: ITS PROBLEMS AND PROMISE

Purpose

Unfortunately, most instructional systems must be designed to fit established periods and semester or quarter lengths. It is hoped that the ensuing document and this work conference can stimulate interest in the concept of continuous progress. With the advent in Texas colleges of contact hour funding, the continuous progress concept is more of a feasible possibility than in the past.

In many states, as the following document depicts, the financing and reporting of a program of continuous progress will constitute the major problem. Scheduling, of course, will also present a slight problem. However, even with some administrative problems, this concept is the ultimate goal of true individualized instruction.

Not only is individualized instruction becoming a more popular teaching method, but there are other reasons for establishing the practice of continuous progress. The adoption of the quarter system in Texas public schools, the increased enrollments of veterans, and the trend toward more adults returning to college will mean that colleges need to be prepared for the students when the students are ready and not when the school calendar is ready for them.

As the review of the literature and the correspondence with other colleges and state coordinating boards will show,

there is a dearth of available information in the area of continuous progress. There are, however, some commendable efforts at continuous progress being made in some institutions.

It is hoped that this report will provide the basic background information for those wishing to initiate such a program.

Definition of Continuous Progress

Continuous progress education is a concept in which courses are not divided into quarters or semesters. Students progress on a truly individual basis. Complete flexibility is strived for; continuous registration and course and program completion is fundamental to the concept. Students can enroll in or complete a program during any day school is in session.

Continuous progress education obviously employs a curriculum composed of individualized materials and methods of instruction, with instructors managing the learning environment.

History and Development of Continuous Progress Education

The idea of continuous progress has been in the mind of man for decades. Educators have long realized the individual differences in learning. It is a fact that some students learn faster than other students. For convenience sake, traditional schools have locked students into a grade by grade system of organization and a September to June school year. With continuous progress in mind, educators in the United States began to try to formulate a school organization to meet individual differences.

Existing Continuous-Progress Programs

Letters were sent to Coordinating Boards of Higher Education (or their equivalents) in seventeen states to determine the status of continuous-enrollment programs in those states. These were: Alabama, California, Colorado, Florida, Illinois, Indiana, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Nebraska, New York, North Carolina, Oklahoma, Virginia, and Washington. Approximately twenty letters were also sent to specific community colleges within these states where it was indicated that continuous-enrollment programs were in existence. The following information was requested as it pertained to each individual state or each individual college:

1. A list of continuous-enrollment programs in progress at the present time and/or those anticipated in the near future.
2. The method of funding the programs.
3. The method of evaluating the programs.
4. A list of adjacent states which have continuous-enrollment programs in their community colleges.
5. Any problems that may have been encountered in these types of programs.
6. Enrollment procedures for the programs.

Responses were received from five states and some additional responses were received from community colleges within these states.

From the responses received, the states of Florida, Nebraska, and Washington were very informative as to the nature and types of continuous-enrollment programs now in existence. The entire "systems" approach to curriculum and instruction, of which continuous-enrollment, or continuous-progress education is a part, is shown in Appendix C, a report on Central Technical Community College in Hastings, Nebraska. The institutional and individual program goals at Central Technical Community College are achieved by learners through a "systems" approach characterized by total individualization, complete self-pacing, and open (any day of the school year) enrollment in all courses, both occupational and general educational.

In a letter from the Administrator of Curriculum Services of Nebraska Technical Community Colleges, it is pointed out that nearly every campus has some type of program that allows a student to enroll several times during the year and in some cases every day or week.

In correspondence with the Department of Education, State of Florida, it was found that the "Florida community colleges are required by regulation in the case of occupational programs to permit the entry of students more frequently than at the beginning of each of the regular terms. Moreover, they are encouraged to provide for the entry of students at multiple points during the term. Last year in excess of ten percent of the credit earned in the Florida community colleges was undertaken by students at times other than the beginning of regular terms."

The State of Washington maintains a very comprehensive continuous-enrollment program in many of their community colleges, particularly in the vocational-technical area. Everett Community College in Washington uses the term "continuous enrollment" to mean that a student can enter at any specific quarter block, but that he cannot enter during the activity of an ongoing school quarter.

Funding of Continuous-Progress Programs

From the survey of continuous-progress programs in other states, it was found that these programs are funded in much the same way as other more traditional programs.

In a study entitled Guidelines for Reporting and Support Claims for FTE Enrollments in Colorado Two-Year State System Colleges, Local District Colleges, and Post-Secondary Enrollments in Area Vocational Schools (1974) the following information was found as it relates to continuous enrollment. (3)

Procedures for Counting FTE Entitlement Credit Hours in Colleges Having Continuous Enrollment
State of Colorado District Junior Colleges

1. The reporting date for all colleges is the tenth day of classes, or fourteen calendar days after the first class meeting of any quarter or semester.

2. On the reporting date of any quarter or semester, count the credit hours of any student that has enrolled since the last reporting date and has attended his classes. In cases where the class has not met, report the enrollment and then adjust or amend the next report for those who do meet the attendance requirements.

(An example is shown on the following page.)

EXAMPLE:

Student's Name Soc. Sec. No.	Summer Report (End of Summer School)	Fall Report Dec. 5	Winter Report March 5	Spring Report June 5
John H. Jones 523-45-5678	E(4) E(6) E(4) E(2)	E(6) E(5) E(3) E(4)	E(5) E(2)	E(5) E(4) E(6) E(6) E(3)
	16	18	7	24

E Initial enrollment for a course

(4) Indicates number of hours for each course, in this case 4 credit hours.
Cutoff date or reporting date 10 days after initial registration in a course.

Example shown above would indicate that the student "John Jones" registered for and should be claimed for FTE Entitlement the following:

Summer 16 cr. hrs. Fall 18 cr. hrs. Winter 7 cr. hrs. Spring 24 cr.hrs

As far as continuous-progress programs have developed in the State of Texas, the number one problem seems to be that of funding. Other problems have been identified by those institutions that have been involved with continuous-progress programs. Some of these are directly or indirectly related to funding.

The following people were interviewed in order to get a clear overview of funding of continuous-enrollment programs in the State of Texas:

Mr. Winston Kabe, Coordinating Board of the State of Texas.

Mr. Claude Owens, Coordinator of Technical-Occupations Education, Dallas County Community College District.

Dr. Walter Pike, Vice-Chancellor for the Dallas County Community College District.

Mr. Bob Wear, Dean of Administrative Services, El Centro College.

Mr. Tom Ballard, Data Processing Supervisor, Dallas County Community College District.

Mr. Rob Dean, Accountant, Dallas County Community College District.

Mr. Ted Hughes, Dean of Administrative Services, Mountain View College.

Mr. Ed Kirchkoff, Chairman of Business Division, Mountain View College.

Dr. Carl Nelson, Assistant Dean of Instruction, El Centro College.

Funding has been the basic problem in our state until recently. The Coordinating Board has moved from full-time student equivalency funding to contact hour funding. This is helping resolve some problems, and has opened the doors for continuous enrollment in institutions.

The contact hour funding system has made possible course reimbursement for continuous registration. Mr. Winston Kabe of the Coordinating Board stated that there are no problems from the state's viewpoint in beginning classes every day provided they are based upon 48 contact hours or 16 weeks. The reporting for reimbursement is currently set up the twelfth day of any given semester. If a student enrolls at any other than the normal semester starting time, reimbursement for those contact hours will come in the following semester based upon the Coordinating Board's contact rates. (A copy of these rates is shown in Appendix D.)

The problem is no longer funding, but reporting. All data relating to funding of courses starting other than at the regular semester date are reported to the Coordinating Board in the same manner as courses started at the regular time. The report form is CB007 and is attached as Appendix E. All courses so reported must have prior Coordinating Board approval. Funding is the same in both cases, and merely the reporting is delayed one semester. Courses started beyond the reporting date for any semester are funded as follows:

1. Fall courses are reported in the spring.
2. Spring courses are reported in the summer.
3. Summer courses are reported in the fall.

Guidelines are currently being committed to written form for this process at the state level. As of the present time, however, no guidelines are available directly related to the funding for courses that are allowing continuous enrollment.

Some vocational-technical courses using continuous enrollment are being offered across the state. They lend themselves to this type of flexible entry and exit. Funding is on a contact hour basis and poses no problem.

Problems and Promise

The administrators and community college officials who responded to questions on continuous-progress education also noted some problems in reporting and in other areas:

1. Maintenance of records on a local level to report for funding. Student records and progress reports are difficult to keep.
2. Faculty loads and contractual agreements are difficult to compute.
3. Courses offered under this concept become very self-paced almost to the exclusion of teacher contact. This may or may not be good.
4. The length of time set under this concept that a student must attend or meet classes.
5. Student ability to function out of pace with his peer group causes problems.
6. The lack of faculty willingness to accept students into their courses in this manner.
7. The availability of courses to this system is less than 100 percent.
8. Computer programs are yet unwritten to cope with this system.
9. Overcoming the traditional concepts that exist as to semester length poses a problem.
10. Veterans administration acceptance of reimbursement on a contact hour basis rather than credit hour. Currently it takes 30 contact hours versus 12 credit hours to satisfy full-time load requirements.

The following statements made by the Dallas County Community College District might be helpful in looking at the problems and promise of continuous progress education:

Academics: Problems. Reporting day for the class roll is the twelfth class day in any quarter or semester of the course. (This is for a 16-week period.)

1. The problem is one of making sure that all records are well kept to assure knowledge of the completion of all classes by all enrolled students. Any enrollments after the twelfth class day would not be counted in the current period but in the next or following period or semester. This means that registrars must keep an accurate record of the entry-exit status of all students.

2. Another problem is that of technology students taking academic subjects at the same time. For example, they might accelerate the technology courses and finish early but they may not finish their academic courses at the same time and these academic courses could hold students in school longer than they really ought to under traditional academic course scheduling.

Technical Occupation: Problems.

3. The Coordinating Board says any class registration after 12 class days is reported in the following semester. The TEA says any class other than one running for a semester will be reported on a quarterly basis on a CB007. CB007 is a special reporting form. This means keeping track of students from one quarter to another and which course(s) they are in each quarter. These include adult education and regular credit courses.

4. Present problems are getting TEA to accept quarterly class rolls on the third day of each quarter as the total enrollment for the quarter.

5. When there is more than one class starting during the quarter and courses are longer, in weeks, than the quarter, there must be careful records kept of continuing classes. This has not been too difficult with the availability of the computer. Some registrars may have a problem tallying the class roll at any particular time. A report is made 15 days after the quarter ends.

6. Quarters do not end at the same time as the semesters. This posed some initial problems with the Veterans Administration because they were not geared to paying for any courses not beginning in September and ending in December.

7. Teacher-Load Problems: When a course, short or long, stops at an irregular time, where will a teacher be found for a new class? What will the teacher do who finishes a class at an irregular time?

Promise:

The continuous registration type of program has existed in technical-occupational programs for several years, but it has only been adapted to academics for approximately one year in the Dallas County Community College District.

The continuous registration program can help the student get out of school earlier than normally. If the student could get out of school earlier, he could get into the job market earlier. This type of program also affords a good deal of individualized instruction. It is the opinion of Mr. Claude Owens of the Dallas County Community College District that the program is going to accelerate for a time and then level off.

Continuous registration is good for the progressive-minded high school student who wants to take some college work before he completes the high school requirements.

Much of the "promise" seen in continuous-enrollment programs can be summed up in a letter received from Mr. Jerry Brockey, Dean of Instruction, South Seattle Community College, Seattle, Washington:

> It is our belief that the conduct of continuous enrollment programs are not any more costly on an annual basis than are sequential programs. It is a matter of an institution and community philosophy rather than cost as a factor in determining a continuous enrollment program. If one is committed to a traditional academic mode, then continuous enrollment is difficult. On the other

hand, if one is willing to be flexible with starting dates, programs, classes, teacher schedules, etc., as well as many other factors, continuous enrollment is a positive option available to an institution.

. . . our continuous enrollment program is funded on the same basis as any other program in our state community college system.

Evaluation is based on several factors:

1. Strong advisory committee participation.
2. Follow-up studies and analysis of students, both completions and non-completions.
3. Self-evaluation by department faculty and administration.

Enrollment procedures are identical to those used in sequential or traditional processes, with the exception that a student may enroll in a program at any time that space becomes available. In certain cases, we do require students to wait until the beginning of a new unit, which may involve a week or two.

It is the case that the continuous enrollment process rocks the boat in terms of traditional academic environment. Furthermore, it does create some admissions and enrollment problems, particularly in terms of computation of student FTE for state reimbursement processes. However, if the institution is committed to this philosophy and adequate funds are provided for the registration/admissions function, the process works.

Whenever appropriate, we intend to continue to develop and conduct programs which lend themselves to continuous enrollment. At the same time, however, we do not hesitate to offer a variety of sequential programs should the need exist. The important thing we feel is that each program needs to be examined in terms of its curricular intrinsics, student and community needs, and other relative factors. Based on these elements, decisions are made relative to continuous or sequential options.

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This document constitutes a combined effort on the part of SHED 654, a Community College Instructional Leadership class at East Texas State University. At times their work was frustrating; there is very little literature related to continuous progress, and nation-wide practices and evaluation procedures were hard to pinpoint. However, no one seems to question the advisability of moving to the continuous progress concept, so perhaps the document will provide some answers and encouragement to those who are willing to try it.

My special thanks to the members of the class, who spent many hours in gathering the information and formalizing the document. The class members are:

Herbert Alexander	Bill Hindman	Bob Riley
Veneta Bond	Tommy Nunnelly	Chow Rojannasang
Bill Glover	Tom Rector	Steve Yanoff
Jane Glover		

Jim W. Tunnell, Director
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An Experiment to Determine the Effect of Instruction Cognitive and Affective Verbal Interaction on Achievement in a Public Community College, Masters, Mitchell M., Texas Tech University, April 24, 1975

PROBLEM OF THE STUDY

The problem of the study was to determine which of three modes of instructor verbal behavior was most effective in increasing academic achievement, and which of three modes of instructor verbal behavior was most effective in improving student perceptions of the value of a course in introductory economics. The methods compared were: (1) Out-of-class cognitive verbal interaction, (2) Out-of-class affective verbal interaction, and (3) Conventional instructor-student interaction within the classroom.

PURPOSE OF THE STUDY

The purpose of the study was to assess the relative merit of each of the modes of instructor verbal behavior by determining the mean differences in postcourse achievement and comparing the results.

Another purpose of the study was to assess the relative merit of each of the modes of instructor verbal behavior by determining the student's perception of the value of the course in introductory economics.

NEED FOR THE STUDY

The interest in the individual development of the student, and the recent decline in academic achievement in introductory economics at South Plains College, was a primary reason for conducting the study. The apparent inadequacy of conventional teaching methods in producing greater academic performance suggested a need for investigating alternative teaching strategies.

There appears to be a clear recognition by educators that increased academic achievement is a desirable outcome. However, very little has been done to indicate in what ways a teacher's verbal behavior on a one-to-one correspondence with the student might be used to increase academic achievement. Previous research, in the main, has been conducted within the classroom environment with interaction between the instructor and several students in a group.

Some questions considered during the investigation were: (1) Do students who receive verbal affective interaction on a one-to-one correspondence achieve as well as students who receive cognitive verbal interaction on a one-to-one correspondence? (2) Does instructor-student out-of-class interaction in the affective and in the cognitive domain bring student achievement to a higher level than it would be without such exchange? (3) What does the instructor's out-of-class verbal interaction do to the student's perception of the value of the course?

The previous questions became the basis for the experimental design of the study. The significance of this investigation was that the data obtained will assist in the prediction of the response of students to similar teaching strategies in the future.

THE EXPERIMENTAL PROCEDURE

An experimental design was devised in which the independent variable was (a) modes of instructor-student verbal interaction.

The dependent variables were: (a) achievement as measured by the Test of Understanding in College Economics, AND (b) student perceptions of the value of the course, as measured by The Student Instructional Report. One control group and two experimental groups were used. Experimental group A (N = 26) received cognitive verbal interaction with the instructor on a one-to-one correspondence. Experimental group B (N = 23) received affective verbal interaction with the instructor on a one-to-one correspondence. Control group C (N = 21) received traditional group interaction within the classroom.

PRE-EXPERIMENTAL MEASUREMENTS

To test the null hypothesis, a single classification analysis of covariance statistical procedure was used to test mean postcourse achievement differences. The control variables were: (a) Intellectual aptitude (American College Testing Scores), and (b) Previous academic performance (grade-point average). Accordingly, ACT scores and GPA scores were collected on each student participating in the study.

THE EXPERIMENTAL TECHNIQUE

At the beginning of the fall semester, 1974, the three experimental groups were given the course syllabus and course objectives for a course in introductory economics. The syllabus, course objectives,

textbook, and related materials were identical for the three achievement populations. In addition, the instructor and the classroom were identical for the three achievement populations. Each of the three achievement populations met class for three hours each week (one hour = 50 minutes) for sixteen weeks. The students participating in the experiment were not informed that they were subjects of a study to avoid the possibility of the introduction of the Hawthorne effect.

During the first week of the fall semester, the students were administered all pre-experimental measurements. During the following sixteen weeks, experimental group A (cognitive), and experimental group B (affective) each were given a series of four, thirty-minute verbal interaction treatments in the instructor's office. Each series of verbal treatments was recorded on tape without the student's knowledge.

The Experimental Episode

Experimental group A (cognitive interaction) was informed of the instructor's regular office hours and, in addition, was informed that provision had been made for special office hours, whereby each student could visit with the instructor for discussion of the assignments. Each student was required to select and read any topic in economics that interested him. He was then given one week to make arrangements to visit the instructor during the special office hours. The rationale for the instructor-student interaction in experimental group A was to discuss the assignments in cognitive language. The dialog was held at the understanding-reflecting level of learning.

The dialog focused on: (1) perceiving the meaning of; to grasp the idea of; to comprehend. (2) to be thoroughly familiar with. (3) to grasp clearly as a fact, or realize. (4) to see facts in relation to general principles. (5) being able to use what is understood. The instructor's dialog with the student in cognitive verbal interaction was guided by the following: In addition to facts, does the student know the principles by which the facts are related.

The students in experimental group B (affective verbal interaction) were given the same assignment as experimental group A. The rationale for the instructor-student verbal interaction in experimental group B was to discuss the assignments in affective language. The dialog was focused on: (1) feeling and emotion, (2) self-concept, and (3) degrees of acceptance or rejection. The instructor's dialog with the student was guided by the following: To identify conditions and consequences experienced by students when they approach the subject of economics, and to use verbal factors that influence behavior toward the subject of economics.

The instructor-student episode began in each series of experimental treatments when the student entered the instructor's office with a completed assignment.

Control group C was informed of the instructor's regular office hours only. The students in control group C were required to select and read any topic in economics that interested them. All verbal interaction regarding the assigned topics was conducted in the classroom.

After the course was completed, a postcourse achievement test was administered to experimental group A, experimental group B, and control group C. A course evaluation questionnaire was administered to all three groups approximately one week after the posttest.

HYPOTHESIS TESTED

H_{01} There will be no significant difference in the mean performance on a Test of Understanding in College Economics between experimental group A (cognitive), experimental group B (affective), and control group C, when initial differences between the groups have been statistically adjusted with respect to previous academic performance (grade-point average), and intellectual aptitude (American College Testing scores).

H_{01A} The mean postcourse achievement of experimental group A will not be significantly different from the mean postcourse achievement of experimental group B.

H_{01B} The mean postcourse achievement of experimental group A will not be significantly different from the mean postcourse achievement of control group C.

H_{01C} The mean postcourse achievement of experimental group B will not be significantly different from the mean postcourse achievement of control group C.

H_{02} There will be no significant differences in the student

perceptions of the value of the course in introductory economics of experimental group A, experimental group B, and control group C.

SUMMARY OF FINDINGS

All the hypotheses set forth in this investigation were supported by data and the findings are as follows:

1. No significant difference was found to exist between the mean postcourse scores of students subjected to out-of-class cognitive verbal interaction, students subjected to out-of-class affective verbal interaction, and students subjected to conventional verbal interaction within the classroom.

2. Students who were subjected to out-of-class affective verbal interaction made a significantly higher mean postcourse score than the students who were subjected to out-of-class cognitive verbal interaction.

3. No significant difference was found to exist between the mean postcourse score of experimental group A and control group C.

4. No significant difference was found to exist between the mean postcourse score of students subjected to out-of-class affective verbal interaction and students subjected to verbal interaction within the classroom.

5. By far the most conclusive finding of the investigation establishes that the students in experimental group A (cognitive) rated the course significantly higher than did the students in control group C (interaction within the classroom). Further, students in

experimental group B (affective) rated the course significantly higher than did the students in experimental group A (cognitive) and control group C (interaction within the classroom).

Affirmative Action: An Aborted Study And A Brief Catechism
by Cowan, Jim M., University of Houston, April 22, 1975

In one of his most delightful (and insightful) poems, Robert Burns wrote, "The best laid plans of mice and men gang aft agley." So it was with this project. The original intent was to survey selected colleges--senior universities and community colleges--in the state and to report, without giving the names of individual institutions of course, on the progress of Affirmative Action in Texas.

In early March I sent inquiries to thirty seven institutions selected randomly from the list of post-secondary educational institutions compiled by the Co-ordinating Board. Then confidently, I sat back expecting to receive descriptions of the programs currently in force in the state. Within two weeks, I received one program from a community college in the area. Within the third, I received a phone call from the Affirmative Action officer of another of the institutions on the mailing list informing me that he did not understand my request for the guidelines of Affirmative Action used to implement Affirmative Action at his institution. When I explained that I really wanted the program statement, I was informed that the institution did not have such a thing, but that I could--if I wished--go to Austin and contact the Governor's Affirmative Action program office; there, my informant

assured me, I could survey the computer printouts with the data on personnel actions of his institution. But obviously he could not send copies since the printouts were quite bulky (several large boxes).

Also in the third week, I received a copy of a one-sentence statement from the catalogue of another institution with a polite note that the program for the university had not yet been approved by the HEW department but that my correspondent had enclosed their policy and would be happy to be of assistance if I needed further information. Finally, I received official programs from two of the relatively large university complexes. In all, my approximately forty requests netted three plans; one from a community college and two from universities.

A review of these three has been most enlightening, but even more intriguing was the limited response, even non-response to my request for federally-required plans. Several very good reasons could explain the non-response: 1) the institutional officer believed that the request was merely another in a long series of requests for grist for the dissertation mill; 2) the request came before Spring vacation and somehow got lost in the pre-vacation shuffle; 3) the institution's Affirmative Action plan is under scrutiny or attack and the AA officer was unwilling to have it inspected; 4) my letter had requested a copy

of " the guidelines for implementation of Affirmative Action" and the official name of the document was the "Affirmative Action Plan" (This discrepancy seemed to disconcert at least one official who did, however, send his institution's "plan."); or 5) there exists a great amount of confusion among the institutions as to the meaning and requirements of Affirmative Action, and the safest response seemed to be no response. It is to remedy the last of these possible explanations that this project is directed.

JUST WHAT IS AFFIRMATIVE ACTION?

Contrary to popular conceptions, Affirmative Action is not identical to Equal Employment Opportunity and Equal Pay, although it does share many of the same requirements and purposes. Essentially, the meaning lies in what the name of the program says--the obligation to act affirmatively to counteract the effects of past discrimination. And if you don't have a formal, written plan, your institution can lose money i.e., federal contracts. (Executive Order 11246 as amended by 11375)

WHAT IS AN AFFIRMATIVE ACTION PLAN? HOW CAN I SET IT UP?

At the same time that the implications of Affirmative Action were extended to education, the provisions of the Civil Rights Act and the Equal Pay act too were extended. Since October of 1972, it has been illegal to

discriminate on the basis of sex, age, race, religion, or ethnicity in employing, evaluating, promoting, training, or remunerating employees. Your Affirmative Action plan consists of several acts which are designed to force your institution to take a long hard look at itself, especially in the areas of admission, employment, promotion, and pay, and to begin a systematic program to redress the effects of past inequities.

The first steps in setting up an Affirmative Action plan are spelled out in Revised Order No. 4. The institution must do at least the following:

1. develop a data base on all job applications;

2. issue a policy statement from the top administration which forbids discrimination so that lower echelon administrators will know that official policy supports Affirmative Action;

3. appoint a person--preferably in the top levels of administration--to be in charge of the program and to monitor the activities of the institution;

4. Scrutinize the recruiting, hiring, promotion policies, salaries and other conditions of employment in the institution--from the top administrative levels through the instructional staff to the clerical and maintenance employees. Look carefully at any policy or practice which might have the effect of reducing the number

of employees from any demographic group at any salary or rank level:

5. Look at the makeup of your employees at each level by race, sex, ethnicity, and any other relevant characteristics and determine whether there are inequities either in working conditions, salaries, promotions, or numerical representation. If there are, even if not traceable directly to the actions of your institution, identify those areas and develop specific plans to overcome the effects of prior discrimination.

6. Develop numerical goals and timetables for meeting them for each separate working unit in the institution.

HOW DO I OPERATIONALIZE THIS PLAN?

Since much of the inequity that exists in post-secondary institutions occurs or has occurred in the area of employment, an obvious starting point could be in the personnel office. Look carefully at the application forms your institution sends to prospective employees. Does it request information which could--intentionally or unintentionally--lead to discrimination against women or minorities? Could you justify each question in terms of its giving information necessary for predicting whether the applicant would be a successful employee? (See Appendix C)

Next you might want to look at the ways in which you get candidates for employment. How are teaching staff and administrators attracted to your institution?

Step 1 of Revised Order No. 4 requires that you establish or develop a data base for all job applications. This might involve determining on a statewide or nationwide basis the percentage of qualified applicants available from each of the minority groups (including women) for each job classification you have and comparing that percentage with the percentage of applicants from each group that you attracted, that you hired, and that you currently have employed. It could also require that you re-evaluate your requirements for the position in terms of their accurate prediction of successful performance. If a larger percentage of qualified applicants for a position come from minority groups or women than the percentage of minority incumbents on your staff, your institution could have been guilty of discrimination in the past.

Next should come a strong statement from the president's office stating that the institution does not condone any form of discrimination on the basis of sex, race, national origin, religion, or any other characteristic than merit and that the actions of the institution's officers will be scrutinized to insure that they do not contravene institutional policy. Then make sure that the evaluation of their overall performance is, in fact, partially based on their faithful compliance with the tenets of Affirmative Action.

Finally, appoint an official of the institution to a cabinet level position to monitor the process. It might help if your appointee is a minority person or a woman or both; they tend to be more sensitive to discrimination, especially since they have felt its effects. And it will make your appointee more effective if you spell out a formal relationship with your personnel director. Then give your full support to your Affirmative Action Officer as he/she attempts to revise some policies of long standing. And count on devoting a sizable amount of institutional resources to gathering data and conducting a search for qualified candidates for your positions.

JUST WHAT DATA DO I HAVE TO GATHER?

No simple answer can suffice in regard to absolute amounts and kinds of data that must be assembled, but some general categories might be indicative:

1. What criteria are used in the selection of employees for your institution? Are they spelled out in detail and documented as to their effectiveness in identifying successful performance? If you use tests to screen applicants, have you had reliability and validity studies run for each instrument with each group of employees? Do your criteria have a tendency to screen out applicants from one group more than from others? Full documentation and validation details on your selection process are required.

2. What is the pattern of utilization of minority groups and women at your institution? Are your minority groups and women clustered in lower paying jobs and ranks than their male counterparts? What are the methods used to assemble an applicant pool? Can you explain your applicant pool's not containing percentages of minorities and women equal to those in the available work force (if it doesn't)? What positive steps have been taken to insure that the applicant pool contains significant percentages of underutilized groups? What procedures in the selection process were designed to insure that underutilized groups were considered fairly for employment? If a pattern of underutilization exists in your institution, have you established a policy of giving preference to women and minorities--<u>if their abilities are roughly equal to those of your best white male applicants</u>? (See Appendix D)

3. What were the patterns of promotions and pay increases at your institution? Were greater percentages of white men promoted or given salary increases than women or minorities? Is there a justifiable reason for this? If not, what steps have you taken to rectify the situation (including compensatory salary increases and promotions)? If promotion and salary patterns are significantly different, have you identified the contributing factors and made arrangements to correct the situation.

possibly by arranging for supplementary training for underutilized groups or by revision of criteria that have a tendency to screen out minorities and women?

4. Have you created an institutional plan for rectification of existing inequities and underutilization? This should probably include a projection of turnover and attrition in the immediate or forseeable future in each work unit and goals for affirmative action hiring in each work unit to remedy minority and sexual imbalance in your staff.

5. Have you established a regular procedure for updating the information gathered in the first four steps at least semiannually (preferably quarterly in nonacademic units) and established procedures for monitoring all hiring, recruiting, staff development, promotion, and dismissal? Are all personnel actions subject to review by your Affirmative Action Officer before becoming final?

After you've made these plans, gathered your data, and begun to think about implementation, you might want to consider the following elements suggested in a nationwide study of the effects of Affirmative Action; does your institution have--

utilization analysis completed?
numerical goals set by college or school?
numerical goals established by department?

timetables set for achieving goals?
action program for hiring:
    affirmative search procedure?
    special funds provided?
    anti-nepotism regulations revised?
    provision for consideration of minorities and women in marginal positions?
    inclusion of women and minorities on hiring committees?
Goals and timetables set for achieving salary equity?
Goals and timetables set for achieving rank equity?
provision for back pay to remedy past inequity?
Action programs for equity in conditions of employment:
    provision for part-time ladder positions?
    programs for equity in teaching/research conditions?
Action programs for equity in fringe benefits:
    child-care program?
    health-care program?
    maternity leave and care?
    extended contract/tenure decision for child-rearing leave?
    housing arranged?
grievance procedures established?
provision for review of departmental hiring decisions?
sanctions for departmental non-compliance?

(adapted from Weitzman, Lenore J. "Affirmative Action Plans for Eliminating Sex Discrimination in Academe," Academic Women on the Move, eds. Alice S. Rossi and Ann Calderwood. New York: Russell Sage Foundation, 1973. pp. 463-504.

If your Affirmative Action Plan contains all or even most of these elements, then you have a plan that is far above the average in the nation.

CONCLUSION

In conclusion you should be able to look at the personnel policies, working conditions, hiring, promotion, training and remuneration policies and practices in your institution and be assured that nothing is currently

acting prejudicially toward minorities and women. Even more, you should be able to see that active policies and practices are in action to offset prior policies and to create a more balanced work force and that their effects are being felt. After all, a real Affirmative Action Plan can be seen; it has practical results in the racial, ethnic, and sexual makeup of your institution's work force. And, incidentally, your Affirmative Action Plan should pay off for your school. If all qualified candidates are considered and your institution is under positive federal mandate to hire only the most qualified--REGARDLESS OF SEX, RACE, ETHNICITY, OR NATIONALITY--then you'll have hired the best, most productive staff you could find.

Lautz, Vanita, North Texas State University, EDHE 553,
April 1, 1975

HOW EXTENSIVE SHOULD COUNSELING AND GUIDANCE SERVICES BE?

INTRODUCTION

The counseling of students concerning their educational, vocational and personal needs is a responsibility of high priority of our educational institutions.[18]

While the major function and primary responsibility of a counseling center is the counseling of students to help them get the most out of their college experience and to foster their individual growth, the objectives and functions of the center vary widely and are determined largely by the institution of which they are a part.[17]

This paper will attempt to answer the title question as it applies to the junior college. Evidence will be presented to indicate that the well-organized junior college should maintain a counseling and guidance program having the following services:

1. Orientation
2. Career Development
3. Placement in Levels of Courses
4. Helping Students to Perform Well in Their Courses
5. Record Keeping
6. Counseling of Students With Personal Problems
7. Helping Students Who Leave College
8. Institutional Research
9. In-Service Training of Faculty and Staff

The responsibility for assisting all students in making the most of their opportunities for higher education is not limited to the professional counselors. It is shared by the Governing Board, the President, the Dean of Instruction, the Dean of Students, faculty, and personnel in the areas of health services, veterans' affairs, financial aids and placement, student activities, special programs such as remedial teachers and peer counselors, and officers of the student government, [5, 13, 15] each working within his own area of responsibility and at the level of his own competence.[9] However, the guidance program must be planned, developed and coordinated by professional counselors.[13]

ILLUSTRATIONS AND INTERPRETATIONS

Orientation

Counseling staffs must get a student on the right track at the outset of his college training and then must keep him on the right track throughout his educational program.[18]

A comprehensive junior college counseling service will include a program to:

1. aid students in learning about the college, its purpose, its organization and personnel, its rules and regulations, and about student activities;
2. assist students in acquiring study skills;
3. provide information about vocational choice and occupational objectives;

4. provide an understanding of personality - - his own as well as others;
5. teach students factors in good mental health;
6. inform prospective students about the college. This might include keeping high schools and college faculties communicating with each other, thereby helping to bring new groups to the campus.[13, 15]

Career Development

Student understanding must precede student assistance,[9] since the student's personal, social, educational and vocational situations are often inseparably interrelated.[19] The counseling center must provide:

1. Tests and measurements.

   These should include testing for aptitude, interests, academic achievement, values, personal preferences, and problems.[13]

   Counselors should have an adequate knowledge about tests to be able to recommend proper ones for the students and to be able to effectively interpret the test results. Accurate and meaningful records of test data must be kept.[13]

2. Coordination of occupational informational services.

   Keeping up to date on developments in occupational information is a major challenge that must be shared by faculty, administration and special student service personnel at all levels of education.

   Probably the most serious deficiency of such information is the speed with which it becomes obsolete, requiring a constant discarding of outmoded material and acquisition of new information.[4]

3. Educational and vocational counseling.

A professional counselor should assist the student in making wise choices for his curriculum and career and in making adjustments as his needs change.[13]

Placement in Levels of Courses

1. Developing selective criteria.

Entrance examinations, together with high school grades, teacher judgements and follow-up studies on ex-students can aid the counselor in establishing standards for entrance into certain levels of courses.[13]

2. Placing students.

Counselors should encourage the student to enroll in courses that are appropriate for his own curriculum. Care must be taken that the student does not attempt courses that are too difficult for him; he has the right to succeed - - not to fail.[13]

3. Recommending level courses for developers of curricula through proper channels of academic administration. Tact in this area will foster a good relationship with faculty.

Helping Students To Perform Well In Their Courses

Students with learning difficulties should be identified by faculty. If the instructor does not feel competent to counsel with the student, referral should be made to the counseling center.[1]

Remedial courses might be recommended or tutoring services created within the school.[13] Mapping of the student's learning style is advisable.[12]

Record Keeping

Counseling services should include a central file on each student.

These records should be available to staff members when appropriate.[3] However, information received in confidence should be kept strictly confidential.[12]

Professional Counseling of Students With Personal Problems

1. Individual conferences should be available for students who need or want them.[13]
2. Group discussions should be provided also, and have proven to be highly effective in development of values, attributes and attitudes.[11, 12, 14, 16, 20]

   Care should be exercised both in advertising a group experience and in selecting participants, and the decision to participate should be fully voluntary.[7] Special care should be taken that the group experience does not become psychotherapy.[18] Any group experience should be purposefully designed to achieve certain basic and explicit goals.[7]
3. Financial aid.

   Those students needing financial assistance should be referred to the Financial Aids Department, where loans, scholarships or employment may be obtained.[13]
4. Health information.

   Students with health problems will be referred to the Health Center, whose responsibility it is not only to counsel with the student individually, but to provide an active program of health education.

Helping Students Who Leave College

1. Transfer.

Counseling services should be provided for students who transfer to another college. Catalogs for all colleges should be available. Prediction can often be made of the student's chances for success at another college.[13]

2. Employment.

Counseling services must maintain job information that is accurate and current. Proper liason with the placement service of the college is mandatory.[13]

Institutional Research

The counseling program should assist in institutional research, particularly student characteristics, follow-up studies of alumni, and counseling effectiveness.[13, 15]

In-Service Training of Faculty and Staff

The counselor has a role as educator.[1, 2, 3, 6, 8, 12, 17] He is responsible for the in-service educational function:

1. to aid in the identification of students with problems;
2. to provide some techniques in counseling;
3. distribution of educational articles among the staff;
4. interpreting research data to the college staff.[10]

The objective is to work with all interested members of the academic community in fostering an environment as conducive to student development as possible.[17]

CONCLUSION

While counseling students is the predominant activity, counseling centers should also be engaged in other pursuits, and should become

aware of the importance of expanding their services beyond what has been offered traditionally if they are to maximize their effectiveness.

Counselors must assume leadership, but the collaboration, both formal and informal in nature, between counseling, faculty, staff and administration is essential to the success of the student development program.[8]

Bobbitt, C. B., and Hayes, Gaynelle; Nova University Practicum, March, 1975

ABSTRACT

A STUDY OF FACULTY PERCEPTIONS OF MANAGEMENT STYLES AT TWO SOUTH TEXAS COMMUNITY COLLEGES

A study was done to measure the difference in personal job satisfaction in faculties of two south Texas community colleges. The scale chosen to measure the personal fulfillment on the job was the five level scale of Abraham Maslow looking for fulfillment through job performance on the physiological, security, social affiliation, esteem, and self-actualization needs. The two schools differed much in management styles and in faculty expectations. The Group One school was loosely organized with no discernable management philosophy or style. Little was asked of the professional other than minimal teaching duties.

The Group Two school had an elaborate philosophy and specified job descriptions for the professional staff and a rather formal management of the teaching staff and evaluation procedures. It was found that the Group One professional staff showed significantly lower fulfillment on all the items probing the physiological need fulfillments. In all cases it was the Group Two school's professional staff which was more fulfilled than the Group One staff on all five levels.

New Programs Needed by Today's Society by Nancy M. Johnson, North Texas State University, 1975

I PHILOSOPHICAL STATEMENT

The basic theorem of my philosophy is that each individual is capable of governing his/her own life by making decisions that are in his/her own best interest. I see little evidence of any "truths" that can be applied to all times and to all situations. Further I see little evidence that groups of individuals (i.e. the majority, religious sects, government) have any superior capability of determining "truth" than do individuals. (The bloody crusades or the practice of binding the feet of girls in ancient China seems to substantiate this point in terms of the past. While one need look no farther than the Viet Nam war as a case in point for the present.)

Therefore it is up to each individual to use her/his own reasoning ability to make decisions, taking into account feelings, information, and perceptions. This is not to deny the strong influence that environment and physiology have upon each person, but rather an affirmation of the human capability of rising above these powerful influences to be ultimately responsible for what he/she does with his/her own life.

Situations ethics? No, I am not saying the situation determines "truth". Rather I am saying that each individual finds truth for him/her self. And that the individual, in fact, is the only person capable of knowing enough about his/her situation, (i.e. personal goals, energy level, fears, ability etc.) to make a decision regarding it. No other individual, or group can say what is true for that person because there is no way others can take into account all the factors. It is this capacity for making decisions - for rational thought - for being something more than just a response to a situation - that is the most fasinating aspect of human nature.

Shall we term this philosophy anarachy then, everyone doing his own thing? Or laissezfaire, with no rules at all? No, humans are by nature both rational creatures, and social creatures, and for this reason most of us deem it in our own best interest to give up some portion of our desires in order to live among others. It is in the interest of each person to conform to the "rules" to some degree and thus to live in a group (i.e. family, state, nation,) rather than to fullfill every whim and be ostracized by others. We are taught by society, through the process of socialization, what those "living-together" requirements are and most of us "decide" to follow them. However this does not mean we will follow them if they have become outdated and no longer serve any reasonable function. In addition to being rational and social creatures people are also loving creatures. And out of this need to love and be loved, humans feel and show concern for others. It is this aspect of human nature which gives meaning to an existance that, were it devoid of love and caring, would be empty of purpose and direction. But given these capacities - to think, to interact with others, to love, - humans are adaptive, inquisitive, creative, helping people.

To sum up my philosophy then, I would say that humans are 1) capable and 2) good. Capable, in that each individual is fully able to determine his/her own goals and the means to achieve them, and good, in that each individual desires to be of help to others in reaching their goals.

What label would I put on this philosophy? It is obviously strongly influenced by the enlightenment writers, Rousseau, Voltaire, etc. It sounds a bit like Adam Smith and smacks some of Carl Rogers. There might even be a touch of existentialism in it. If I were asked to

label it I guess I would call it humanism and would place it pretty far to the right on the conservative/liberal scale.

II LEADERSHIP STYLE

My leadership style is facilitative. The goal of this style of leadership is to aid individuals or groups in reaching whatever they have determined is their goal. I would not attempt to tell others what they should do; nor would I aid others in doing that which was against my own personal value system. The following leadership strategies are utilized by a facilitative leader.

* positively reinforcing persons
* providing relevant information
* working toward concensus
* meeting the needs of individuals as well as the group
* paraphrasing for understanding
* stimulating the environment

The following adjectives could be used to describe a facilitative leader:

affirmative
accepting
flexible
empathic
supportive
helpful
creative

III ASSUMPTIONS

Both in researching and in developing this paper on "The Types of New Programs Needed by Today's Society", I have made certain assumptions that have influenced my findings. These assumptions are:

1) The world is changing (i.e. sociologically, ecologically, technically, etc.) at a more rapid pace than ever before.

2) The needs of students cannot be met by designing programs which focus on today's needs. It is the responsibility of education to prepare students for the tomorrow they will live in.

3) Man has an innate curiosity to "know".

4) Education is life long - it is not possible to teach an individual all he/she will need to know for life, during the first twenty years.

5) In todays world there is so much knowledge that no one person can learn it all. Therefore each student should have some choice in what he/she learns as well as the way he/she learns.

IV RESEARCH AND RATIONALE

Programs which are needed by society today are those programs which will supply students with the tools to create tomorrow. It is self defeating for educators to look at the problems of present day society and hope to correct them with new programs. In terms of education, today is already gone. Those who will find solutions for today's problems, (if any can be found) are already in power. The best that can be done is to prepare students for tomorrow's problems. So this paper will deal with the future. It is the future that education can

influence.

The topic, "The Types of New Programs Needed by Today's Society", has received wide spread attention in the last few years. In surveying the literature the difficulty has not been in finding sources of information, but rather in selecting which of the many sources to include in this report. With such an abundance of material one would expect diverse and contradictory points of view -- yet such is not the case. The vast majority of writers deal with two overlapping concerns. 1) learner directed education, and 2) humanistic education.

The most obvious place to begin the search for new programs is with the man who brought "the future" to the attention of the public, Alvin Toffler. In his book Future Shock, he speaks of three areas of study that are necessary for students who are going to cope with tomorrow's world. The first of these is "learning". Toffler quotes Herbert Gerjuay in saying,

> The new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction, how to teach himself. Tomorrow's illiterate will not be the man who can't read; he will be the man who has not learned how to learn. [1]

The second area of emphasis for Toffler is "relating" - that is making and maintaining rewarding human ties. The need for this area of study arises out of the increased turnover of people in each of our lives. This need is to learn to relate quickly and deeply using such tools at T-groups and sensitivity training.

The third area he speaks of is "choosing". Involved in this area is the concept of overchoice or more simply put, too much from which to choose. Value clarification is the key to instruction here.

In the book Learning for Tomorrow; The Role of the Future in Education, edited by Toffler, these areas are again spoken too. In the chapter by Michael A. McDanield the following list is given of the materials that will best prepare students for life in the year 2001.

1. Materials that will help maturing individuals cope with their society.
2. Materials that will help maturing individuals understand themselves.
3. Materials that will help maturing individuals understand their investment in the future.
4. Materials that will help maturing individuals not to feel powerless or impotent.
5. Materials that will help maturing invididuals identify with the society they will inherit.
6. Materials that will help maturing individuals understand the nature of change.
7. Materials that will help maturing individuals see the means of affecting the direction of change.
8. Materials that will help maturing individuals understand key social-science concepts and their relation to change.
9. Materials that will help maturing individuals identify roles they can take in the change process.
10. Materials that will help maturing individuals avoid ethnocentrism.
11. Materials that will help maturing individuals incorporate classroom learning into their immediate environments.
12. Materials that will help maturing individuals transfer classroom learning to future responsibilities.
13. Materials that will help mature individuals assist maturing individuals to create relevant learning situations.
14. Materials that will help mature individuals understand the role of maturing individuals in change.
15. Materials that will help mature individuals connect and become involved with maturing individuals.
16. Materials that will help mature individuals and maturing individuals change immature institutions. [2]

The above list not only elaborates on the three catagories offered by Toffler, it also introduces the area of self understanding, an area refered to numerous times in the literature.

George B. Leonard in his now classic book Education and Ecstasy, gives this list of what students need to learn.

1. To learn the commonly-agreed-upon skills and knowledge of the ongoing culture (reading, writing, figuring, history and the like) to learn it joyfully and to learn that all of it, even the most sacred "fact," is strictly tentative.

2. To learn how to ring creative changes on all that is currently agreed upon.

3. To learn delight, not agression; sharing, not eager acquisition uniqueness, not narrow competition.

4. To learn heightened awareness and control of emotional, sensory and bodily states and, through this, increased empathy for other people (a new kind of citizenship education).

5. To learn how to enter and enjoy varying states of consciousness, in preparation for a life of change.

6. To learn how to explore and enjoy the infinite possibilities in relations between people, perhaps the most common form of ecstasy.

7. To learn how to learn, for learning - one word that includes singing, dancing, interacting and much more - is already becoming the main purpose of life. [3]

Leonard's contention is that present day education stifles much of the "good" in people. Humans can develop into compasionate, creative beings given the opportunity. "One of the first tasks of education, then, is to return man to himself; to encourage rather than stifle awareness; to educate the emotions, the senses, the so-called autonomic system; to help people become truly responsive and therefore truly responsible." [3]

The idea that people must have new kinds of skills to deal with the future is again stated in Donald Michael's book, The Unprepared Society.

As his title indicates he finds present day persons ill prepared to handle the kinds of decisions that will be demanded of people in the near future. Feeling that it is hopeless to attempt to change the total educational system, Michael places his hope in educating a small cadre of individuals who, being deeply versed in the history of ideas and of comparative ethics will have the needed skills to work through the ethical and moral dilemmas the world is facing. He says, ". . . we must educate for empathy, compassion, trust, non exploitiveness, non manipulativeness, for self-growth and self esteem, for tolerance of ambiguity, for acknowledgement of error, for patience, for suffering."[4] He also speaks of Toffler's ideas of the skills for learning. "Instead of accumulating a repertoire of skills in school sufficient for a lifetime career, the future student will have to learn and the future teaching process will have to inculcate the expectation that work and education will be a circular arrangement."[4]

The ideas elaborated here are more than just the idealistic theories of futurists and sociologist. Educators themselves are making such statements and are in fact beginning to come to grips with these new areas of learning. The book Project Focus; A Forecast Study of Community Colleges, makes this statement about the present day student.

> Many students seek more than academic experiences. They will be looking for a sense of personal worth, acceptance and encouragement, and their place and role in society. Such broad outreach has many implications. An open-admissions policy, with its broadening variety of students, will bring differences in motivations, ages, life-styles, and levels of academic achievement that pose extremely difficult teaching tasks.5

V CONCLUSIONS

The direction that education must take in the future is clearly indicated by the writings of these and numerous others. The new programs designed to be taught in the present must meet the needs of tomorrow.

Programs are needed in four major areas.

1. A program to Teach the Skills of Learning

   These skills are essentail because of the rapidly expanding knowledge base. No matter how throughly students learn today's facts and even todays concepts, they will have to relearn it all in a few short years. This program must contain the skills of classifying, reclassifying, problem solving, locating information sources, decision making, paraphrasing, extrapolation, brainstorming, analyzing, forecasting, organizing, summarizing, abstracting, and inductive and deductive reasoning, as well as the traditional learning skills of reading, computing and writing.

2. A Program to Teach the Ability to Make Value Judgements

   As people turn over more and more of the labor and clerical chores to machines their tasks become the more creative ones, those of determining what has worth. Schools in the past have taught "what to value" the schools now must teach "how to determine what has value to you and to society". This program must contain the skills of choosing, making value judgements, understanding the sources of value systems, clarifying values, determining the consequences of actions, and committment. It must provide information about and expose students to

non-western as well as western value systems and throughly explore the history of ethics.

3. A Program to Teach Skill in Interpersonal Relationships

Present day people are mobil. Daily, most individuals come into contact with hundreds of people - brief, fleeting contacts that leave them without the emotional support that long term relationships afford. Every type of relationship now has the potential for being short-term- work, marriage, family, neighbors. A program that deals with interpersonal relationships should teach sociological concepts, communication skills both verbal and non verbal, communication blocks, openess and the nature of prejudice.

4. A Program to Teach Self Understanding

There is no better way to explain the need for self understanding then to use the words of George Leonard. "A world in which everyone will be in touch needs people in touch with themselves." [3]

These are the programs then, that present day society needs. The great promise is that programs <u>are</u> being designed and taught in these areas in community colleges now. Human Development and Guided Studies, both teach many of these topics. Even more traditional courses such as the social sciences are refocusing their objectives to encompass more humanistic goals. Many community college English courses now deal with all of the communication skills, not just writing, and humanities courses are beginning to incorporate the music, art, and ideas of other cultures. There is little doubt that the community colleges are leading the way with programs that will meet the needs of society.

Krueger, Thomas, Texas A. & M. University, June 1974

THE EXPECTATIONS AND ASPIRATIONS OF ADMINISTRATORS CONCERNING THE CHARACTERISTICS AND QUALIFICATIONS OF COMMUNITY COLLEGE TEACHERS

INTRODUCTION

The community college has come a long way in establishing itself as "Democracy's College [National Advisory Council on Education Professions Development, 1972, p. 16]," with a basic philosophy of providing opportunities for all citizens to "explore, extend and experience their hopes and dreams [National Advisory Council, 1972, p. 15]." The community college, sandwiched between the high school and the four-year college, is attempting to complete the training of the high school and also provide the first two years of academic course work for the four-year college. Because the community college is not totally a finishing school for secondary education nor a complete academic four-year college, it is struggling with an "identity crisis [Zigerell, 1970, p. 707]." This struggle has continued since its inception in the early 1900's and Cohen & Brawer (1972) believe that the identity will not be achieved until "its faculty attain their own sense of professional -- and personal self [p. 15]."

PURPOSE OF THE STUDY

The intent of this study is to identify concise characteristics

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The citations of the proposed research will follow the style of the American Educational Research Journal.

and qualifications which pertain to community college faculty as perceived by employing administrators of these two-year institutions. This study will identify the essential qualities of the community college faculty through the use of a meaningful intercommunication process -- the Delphi Technique.

Such an identification of characteristics and qualifications will serve as an information base:

1. to be employed in the selection of faculty members;

2. to be used as a standard to which faculty members should be striving, (Evaluation);

3. to aid in the identification of areas for in-service training and up-grading of the faculty;

4. to aid in the identification of training needs of community college teachers with implications for the development of four-year college curriculum.

This study also will utilize the existing information in the literature as part of the data validation process.

REVIEW OF LITERATURE

The review of literature has identified a need for a clear, concise, and accurate definition of the community college teacher in terms of characteristics and qualifications. Four distinct sectors have expressed either a direct need for these criteria or a need for the development of programs which should -- in fact -- must be based on this information.

Those areas lending support or expressing a need for this proposed study are: (1) faculty selection, (2) evaluation of faculty, (3) in-service training of faculty, (4) preservice faculty training program planning.

Faculty Selection Policies. When selection criteria for community college faculty members are compared, there appears to be little consensus as to what should be considered. McBride identified quality of recommendations, religion, and grade-point average in the teaching area as the most important selection criteria presently influencing administrators; while two categories of junior college philosophy had the least influence on the administrators. While McBride's study listed community college philosophy as one of the least important selection criteria, Newport, Maier, and Shay (1973), found the lack of preparation for community college service and lack of commitment to its philosophy to be a serious problem of the faculty as identified by administrators.

McBride (1968) has identified those criteria which presently influence administrators in the faculty selection process. Although he has identified criteria, they do not set a precedent for what should be considered. To set such a precedent is the intent of this study. Cohen & Brawer (1972) and Palinchak (1973) have expressed a need for the establishment of exemplary and creditable selection criteria. The employment administrators are to be the sources for those criteria which will identify the qualities.

Evaluation of Faculty. There is concern whether evaluation should be conducted by administrators or by the faculty itself (Urbanic, 1973). Whether the administrators or the faculty conduct the evaluation there is still a need for established criteria to be used in the evaluation process. Because evaluation is often thought of as an unpleasant experience, most colleges have tried to avoid the issue and have failed to make it an integral part of the education process. B. Lamar Johnson (1970), attests to the fact that evaluation is generally a missing entity in the junior college. To hinder the remedy of weak evaluation procedures, there "appears to be no consensus regarding specific criteria for judging effective teaching [Palinchak, 1973, p. 236]."

In-Service Training of Faculty. Though the need for the identification of the personal qualities has not been as pronounced as in the other areas, the need to up-grade and increase the amount of in-service is emphatically supported. Atwell and Sullins (1973) stress that the continued development of faculty members must become the main "concern of decision-makers [p. 32]." O'Banion (Croy, 1973) recommends that the highest priority of funds be given to in-service. Singer (Johnson, 1970), strongly urges that an all out effort be launched to fill the voids of the faculty's training. It is the contention of the researcher that these voids may not be totally recognized unless the faculty is compared to some identified standard. It is then and only then that a community college can

identify the weaknesses of its staff and provide for the real needs of the faculty.

Preservice Faculty Training Program Planning. The training and preparation of community college faculty is receiving more attention that it has in the past; however, there seems to be little agreement of what it should consist. Authors such as Dawson (1971), Williams (1966), Roadin (1970), and the Committee on Preparation of Junior College Teachers (1969) advocate the master's degree with certain aspects in the training changed to fit the community college setting. Still others speak of a Doctor of Arts degree with special emphasis on teaching skills rather than on research (Koenker, 1970, and Shell, 1969). At the other end of the spectrum, Kovach (1973, p. 31) remarks, "The doctorate as a degree for faculty members, is not needed or wanted in the community college." Pratt (Yarrington, 1973) says that entry qualifications should not be based on degrees but on competencies; while Palinchak (1973) believes the "role of the teacher must be redefined at the institutional level in terms of other than degree and academic significance [p. 222]."

It is not the intent of this study to develop four-year college training programs for community college teachers. However, the American Association of Community and Junior Colleges has urged the community colleges to take the initiative in directing the training potential staff (Chronicle of Higher Education, 1973).

The Association in the same article goes on to say that "it is the responsibility of community and junior colleges to spell out in full detail the nature and application of ... competency standards [p. 11]." The employment administrator is the individual most acutely aware of the potential faculty's qualification needs and is being asked in this study to identify those needs.

As can be seen in the review of the literature, identification of teacher characteristics and qualifications is far from a settled issue. Cohen and Brawer (1972) speak on the issue at hand and lend support to the need of this study.

> Teaching has been accused of being an ahistoric profession--that is, one that does not learn from its earlier practices. This contention is verified by the profession's failure to stabilize criteria for selection of instructors. The absence of systematic information about the specific conditions that applicants will meet can make selection a haphazard exercise. Without adequate descriptions of the major activities intrinsic to the profession, the selector must rely on vague notions of the types of people who seem to be likely to teach well. The lack of definite criteria of effectiveness also presents a problem to the employing administrator. Without specific criteria against which his preditions may be validated, even the best selection procedures become exercises in the assessment of people along ambiguous, often irrelevant, dimensions that blatantly ignore any consideration of future evaluation [p. 123].

DEFINITION OF TERMS

Characteristics - Those features and traits which give a person individualism, personality and unique attributes.

Community College - The community college as defined by Vernon's Texas Codes Annotated (1971) are those colleges "which serve

their communities not only through university-parallel programs but also by means of occupational programs and other programs of community interest and need [p. 751]," and are receiving state funds in compliance to the certification requirements of Article 61.063 of Vernon's Texas Codes (1971).

Consensus - A tendency toward unanimous opinion or agreement.

Delphi Technique -

> "Delphi is the name that has been applied to the technique designed to elicit opinions from a group with the aim of generating group response. Delphi replaces direct confrontation and debate by a carefully planned, anonymous, orderly program of sequential individual interrogations usually conducted by questionnaires. The series of questionnaires is interspersed with feedback derived from the respondents [Brown, 1969]."

Desirable or recommended characteristics and qualifications - Those qualities which are advantageous to possess but would not be detriment to the teaching position if they were identified as a weakness.

Employing Administrator - Because the duty of faculty selection is not always conducted by a personnel director, the term employing administrator will be used to identify the person in charge of faculty selection, whether he be the president, dean of instruction, or personnel director.

Imperative characteristics and qualifications - Those qualities which are contiguous to being mandatory for a faculty member to function in a teaching capacity.

Qualifications - Those talents and competencies which have been developed through preparation, training, and discipline.

PROCEDURES

Review of Literature. An extensive review of literature will be carried on throughout the research project.

Population. The employing administrators of the fifty-three public community colleges within the state of Texas will be requested to cooperate in the study. An agreement concerning their willingness to cooperate will be secured prior to the first request for information.

The reasons for the selection of this group of experts are:

1. The public community colleges of Texas will have a common basic philosophy and purpose since they are all under the control of the Coordinating Board, Texas College and University System.

2. Because of their common purpose, and philosophy the public community colleges recruitment and selection criteria will be similar.

Instrument Design. The research method to be employed will be the Delphi Technique. This procedure involves a series of three responses by the participants with controlled feedback supplied between each response. The information gathered in each round of the Delphi procedure will be the basis for the instrument employed in the subsequent round. The instrument used in the first round will be an open-ended request for the identification of

characteristics and qualifications. The format of the second round will be for ranking the criteria identified in round one and the last instrument will be designed for the evaluation of responses gathered from the second response.

Round One of the Delphi Exercise. The first mailing of the exercise will begin upon receipt of the agreement. The mailing will include a restatement of the purposes of the study and a response sheet upon which they will list the characteristics and qualifications they feel are requisite for community college teachers.

Treatment of Information from Round One. Upon the return of the identified criteria the researcher will independently compile and summarize the criteria into sets and subsets. These categories will be the basis for the design of the instrument to be used in round two.

Round Two of the Delphi Exercise. The instrument designed for this round will require the participants to rank each of the identified criteria on a zero-to-ten scale (zero being lowest and ten being the highest ranking). Each participant will also be requested to select the five most important criteria and explain the reason for its importance.

Analysis of Data Gathered from Round Two. The returns of the second round will be analyzed by the calculation of the statistical mean, mode, and standard deviation of each characteristic. The

mean will become a portion the controlled feedback in round three. The mean, mode, and standard deviation will be employed in the compilation process of the characteristics and qualifications following the third round. The verbal responses will be categorized and summarized for use in the third round of the Delphi exercise.

Round Three of the Delphi Exercise. The third instrument will consist of a mean score for each criteria accompanied by summary statements for its importance. Each participant will then be asked to reevaluate his original rankings and responses. If he wishes to deviate from his original position, he may do so. If an individual varies significantly from the general consensus and feels strongly about his convictions he is asked to substantiate his stand.

Conclusions Derived from the Delphic Process. Upon the completion of round three the alterations in ranking and responses will be made. A new set of calculations will be made for any adjustments in the data. Based upon the information compiled from the third round, imperative and desired criteria as they pertain to community college faculty will be identified. These characteristics and qualifications will be compared to information found in existing literature as a basis for developing conclusions and recommendations.

SIGNIFICANCE

The significance of this research is that it will identify the imperative and desired criteria which are based on inter-

communication of experts -- leading to a group consensus. These criteria, as identified earlier, may have long reaching effects in the areas of community college faculty selection, evaluation, and in-service training, and implications for the development of preservice faculty training program planning.

Coordinating Board
Texas College and University System

Compensatory/Developmental Programs in Texas Public Community Colleges: Report of a Survey

In February, 1975, staff members of the Program Development Division, Coordinating Board, Texas College and University System, conducted a general survey to assess the current status of developmental/compensatory programs in community colleges. The survey was part of a continuing effort by the Coordinating Board to foster and encourage these programs for the educationally and/or economically disadvantaged students.

A statutory framework for the offering of compensatory education was provided by Senate Bill 356 (63rd Legislature, 1973). Policy adopted by the Coordinating Board in 1974 gave partial implementation to this legislation inasmuch as State aid reimbursement for developmental studies courses became possible under revised Course Guide Manual criteria. The survey was intended to acquire information regarding not only on the courses offered in community colleges, but also to collect data concerning various supplementary support services which different institutions were making available to students in these programs. Such data were considered important in planning for further implementation of existing State policies in this area as well as for developing suggestions for possible new directions for future State level involvement. There was no intent to evaluate the activities of any particular institution or program.

Information in the following general areas was obtained: Goals, Characteristics of Students, Selection of Students, Organizational Structure, Characteristics of Developmental Programs, Finance, and Institutional Evaluation and Follow-Up. A brief description of findings in each area follows.

These data are augmented by summary statistics obtained from institutional reports (CB-003, Fall, 1974) submitted to the Educational Data Center of the Coordinating Board (see Appendix I).

Goals

Goals of the developmental programs generally fall into one of two categories: (1) improvement of cognitive skills to the extent that students can progress into credit courses in either the academic or vocational area, and (2) affective development to improve the self concept of students, provide a sense of motivation for self-improvement, and provide successful experiences in an educational environment to reduce drop-out and attrition rates.

Characteristics of Students

Students in the developmental/compensatory programs are generally characterized by one of the following:

(a) History of low achievement in prior educational experiences

(b) Learning disability

(c) Veterans

(d) Adults returning to college after a long absence from school

(e) Adults desiring updating of skills for job maintenance/advancement

(f) Economically disadvantaged students

Selection of Students

Most community colleges utilize standard testing not for admission (the prevalent philosophy of the open door prohibits this) but for use in counseling students to appropriate courses. In many instances an ACT score of less than 12 is a signal which sets in process the selection of candidates who could benefit from compensatory/developmental courses. Other standardized

tests support this initial step.

Next, many colleges use counselors, in conjunction with the registration process, to communicate to the students the potential for enrolling in developmental studies programs. In most instances students are allowed to see their records and test scores, and are shown the relative chances of success given several options. Fewer than five colleges require compensatory courses, because this requirement is perceived by the students as being discriminatory.

In addition to selection before classes begin, twenty colleges report open access laboratories or centers to which students can be referred throughout the academic year. Faculty, counselor, peer and self-referral are used. Especially in those colleges with an extensive array of open access laboratories, self-referrals, or "walk-ins", increase with each enrollment period. From the scant evidence of this phenomenon which has been gathered to this date, "walk-ins" are as likely to be average or above average students as those characterized as "disadvantaged."

Organizational Structure

Diversity is the key word in describing compensatory/developmental organizations. Patterns must, of necessity, be general to include all the models which were demonstrated. Among these patterns are:

(1) The addition of compensatory courses to discipline curricula, i.e., adding developmental reading to the list of approved courses in English (15 colleges).

(2) Working with an interdisciplinary group of instructors who remain attached to their disciplines organizationally, but who coordinate with instructors from other disciplines and with counselors assigned to compensatory students (14 colleges).

(3) Establishment of a division or department of developmental studies which plans, coordinates, and allocates funds for instruction, counseling, and other support services (12 colleges).

(4) Establishment of learning centers which contain:

(a) Full-time administrators

(b) Instructional staff

(i) full-time professional
(ii) para-professional
(iii) tutors

(c) Counselors

(d) Support service personnel

(5 colleges)

The learning centers are operated in a manner similar to libraries or learning resource centers, in that students need not enroll for organized classes in order to use the facilities; professional and para-professional personnel are on hand whenever the school is open, and the entire student body is encouraged to use materials and assistance whenever necessary.

Characteristics of Developmental Programs

The major characteristics of developmental studies programs, as revealed by the survey, were:

(1) Small classes to encourage closer individual assistance to students

(2) Innovative instructional methodology, including

(a) Pre-testing for placement at appropriate levels

(b) Individualized instructional materials and methods

(c) Extensive use of audio-visual support

(d) Flexible entry and exit (self-pacing)

(e) Use of para-professionals

(f) Use of peer tutors

(3) A redefinition of the roles of instructors and counselors. More than 30% of institutions having developmental courses stated that counseling was part of the teaching process, or that counselors taught some

courses. Twenty-seven of the forty-seven institutions showed counseling as a major component of their developmental program. The majority of these twenty-seven utilized a combination of professional and peer counselors to aid their developmental studies.

Funding

The difference in organizational structures cited above has resulted in a variety of accounting procedures, to the extent that very little data are available regarding relative costs or expenditures. The survey requested amount and percentage of local, State, federal and other sources of monies. Fourteen colleges provided no information on distribution of funding sources; five others stated the source but not percentages. Because budgets for compensatory/developmental programs are frequently intermeshed with other items, only a handful of schools could provide itemized breakdowns of amounts. All institutions responding to this item reported receiving State funds; fifteen reported receiving federal monies; fifteen reported allocating local monies to the programs; and two were receiving funds from other sources.

Evaluation and Follow-Up

Most of the colleges responding were concerned with evaluation and follow-up procedures, but only five have established control group experiments for more exact comparative measurement. Twenty-four maintain follow-up records, twenty-eight monitor attrition/retention rates, and twenty-four evaluate improvement in grade-point averages. In line with the goal of improvement of attitudinal indices, nineteen colleges apply measurement of non-cognitive behavior change.

Summary

The survey of developmental/compensatory programs in Texas revealed that while forty-two of the forty-seven public community colleges are involved in this effort, the extent, nature, and structure of programs reveals remarkable diversity. The one factor consistently emerging is that these programs are growing both in terms of numbers of students and types of offerings. This growth reflects the continuing concern of public community colleges in Texas to fulfill the needs of everyone in their localities who desire and could profit from increased educational opportunity.

APPENDIX I

COORDINATING BOARD
TEXAS COLLEGE AND UNIVERSITY SYSTEM

FACT SHEET ON DEVELOPMENTAL/COMPENSATORY PROGRAMS*
March 15, 1975

Extent of Offerings

42 of the 47 public community junior colleges offer compensatory/developmental courses.

Number of Student - Fall Semester, 1974

32,090 (duplicated headcount) students were enrolled in compensatory courses in Fall, 1974.

Number of Contact Hours - Fall Semester, 1974

1,457,755 contact hours were generated in developmental courses in Fall, 1974.

Proportion of Compensatory to Total Contact Hours - Fall, 1974

Compensatory/developmental courses constitute 16% of contact hours generated in Letters; 18% of hours generated in Mathematics; and 7% of hours generated in Psychology.

Program Elements

A. Every institution reporting compensatory/developmental courses or programs (42) has one or more of the following high cost program elements:

   Small classes
   Individualized instructional techniques
   Extensive use of audio-visual materials
   Use of ancillary staff (peer tutors, para-professional aids)

B. 20 of the 47 public community colleges have open access laboratories for developmental students.

C. In 31 (74%) of institutions with developmental compensatory courses, counseling is considered part of the teaching process; or counselors teach some programs.

Evaluation

24 colleges maintain follow-up records
28 colleges monitor attrition/retention rates
24 colleges evaluate improvement in grade point averages
32 colleges conduct pre-post testing
5 colleges have established control group experiments for evaluation
19 colleges measure attitudinal changes of developmental students

With few exceptions attrition and drop outs have decreased, standard test scores and grades have improved, and attitudes of students improved as a result of these programs.

Funding

Developmental/compensatory courses could have generated $1,497,148.76 in equivalent aid for Fall, 1974. (See Attachment C)

Funding through Coordinating Board formula rate is the primary source of funds for community/junior college compensatory programs, with only six colleges receiving more federal than State monies.

Needs

Additional funds to cover high cost program components not considered in formula rate determination.

Pre- and in-service training for personnel working with developmental/compensatory students.

*SOURCE: Institutional responses to a survey instrument distributed by the Coordinating Board on January 31, 1975.

ATTACHMENT A

Developmental Enrollments and
Contact Hours Generated
Fall, 1974

HEGIS AREA	DEVELOPMENTAL CONTACT HOURS	DEVELOPMENTAL STUDENTS (HEADCOUNT)
1500's - Letters		
150091	406,016	7,435
150092	266,526	5,735
150093	8,320	158
150094	1,072	54
SUBTOTAL - 1500's	681,934	13,382
*069901	33,440	633
TOTAL DEVELOPMENTAL	715,374	14,015
1700's - Mathematics		
170001	363,725	7,553
TOTAL - 1700's	363,725	7,533
1900's - Physical Sciences		
190101	11,072	157
TOTAL - 1900's	11,072	157
2000's - Psychology		
200091	115,968	2,217
TOTAL - 2000's	115,968	2,217
Other		
040091 - Biological Science	15,744	328
100091 - Fine & Applied Arts	3,984	83
220091 - Social Science	6,432	132
TOTAL - Other	26,160	543
TOTAL - ALL COMPENSATORY NUMBERS	1,232,299	24,485
TOTAL - COMPENSATORY & OPTIONAL NUMBERS (150101, 170101)	1,457,755	32,090

*Changed to 150091

SOURCE: Institutional reports (CB-003, Fall, 1974)

ATTACHMENT B

Percent of Developmental Contact Hours
Generated in Each HEGIS Discipline Area
Fall, 1974

HEGIS Area	Percent
1) 1500's - Letters	58.0
2) 1700's - Mathematics	30.0
3) 1900's - Physical Sciences	< 01.0
4) 2000's - Psychology	10.0
5) Other	< 2.0
	100.0

Percent of Developmental Contact Hours
to Total Contact Hours by Area
Fall, 1974

Area	Developmental Contact Hours Generated	Total Contact Hours Generated	%
1500 (Letters)	715,374	4,531,968	16%
1700 (Mathematics)	363,725	2,091,843	18%
2000 (Psychology)	115,968	1,769,812	7%
ALL AREAS	1,232,299	23,476,074	6%

SOURCE: Percentages derived from institutional reports (CB-003, Fall, 1974)

ATTACHMENT C

Developmental Courses
Formula Rate Funding*
Fall, 1974

1) 1500's @ $1.20	681,934 x $1.20 = $181,320.80
2) 1700's @ $1.32	363,725 x $1.32 = $480,117.00
3) 1900's @ $1.26	11,072 x $1.26 = $ 13,950.72
4) 2000's @ $. 98	115,968 x $ .98 = $113,648.64
5) 2200's @ $1.09	6,432 x $1.09 = $ 7,010.00
6) 069901 @ $2.95 (changed to $1.20)	33,440 x $1.20 = $ 40,128.00
7) 040091 @ $1.09	15,744 x $1.09 = $ 17,160.96
8) 100091 @ $1.71	3,984 x $1.71 = $ 6,812.64
TOTAL	$1,497,148.76

*Hours generated in Fall, 1974 x 1975 formula rates. Amounts are equivalencies only since current appropriations are derived from historical (1972-1973) contact hours.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 27 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION